

The Church School Teacher

Volume XXII **LEVEL ONE**

MARCH 1953

Number



MAGAZINE FOR CHURCH SCHOOL WORKERS

THE CHURCH SCHOOL TEACHER

VOL. XXII No. 3

MARCH 1953

LAEL H. WESTBERG

Editor

RAYMOND A. VOGEELEY

C. E. LINDER

PAUL M. LINDBERG

KENNETH G. ANDEEN

Editorial

Advisory Committee

CONTENTS

ARTICLES

PAGE

THE NURSERY DEPARTMENT 5

HELPS FOR TEACHERS OF BEGINNERS ... 8

HELPS FOR TEACHERS OF PRIMARY CHILDREN 14

HELPS FOR TEACHERS OF JUNIORS 20

HELPS FOR TEACHERS OF INTERMEDIATES 25

TO GROW AS WORLD-WIDE COMMUNITY 30

COVER:

*Photo by Bruce Sifford,
Augustana Audio-Visual
Service*

EDITORIAL

IN THIS ISSUE 1

FROM YOUR DIRECTOR 2

Published monthly except during July and August by the Augustana Book Concern under the auspices of the Board of Parish Education of the Augustana Lutheran Church. LAEL H. WESTBERG, Editor, 2445 Park Avenue, Minneapolis 4, Minnesota. Yearly subscriptions: five or more to one address, 90 cents each. Single subscriptions, \$1.10. In changing address give both old and new address. All literary contributions should be sent to the editor. Address all business correspondence to Circulation Department, Augustana Book Concern, Rock Island Ill. Entered as second-class matter December 24, 1931, at the post office at Rock Island, Ill., at the special rate of postage provided in Par. 4, Sec. 358, F. L. & R., Act of February 28, 1925. PRINTED IN U. S. A.

The Church School Teacher

VOL. XXII

MARCH 1953

No. 3

In This Issue

By THE EDITOR

THIS is our quarterly *Christian Growth Series* number. The next quarter begins Sunday, April 5. The March issue brings to Sunday School teachers help for preparing and teaching the thirteen lessons of the *third quarter*.

Comments from teachers indicate the circle of users of the quarterly *helps* is widening. We are happy for this. We are happy for this for we know that early planning of the quarter's work makes weekly preparation more effective.

Christian Growth Series is generally fashioned into one or more units per quarter. Each quarter has certain aims; each unit and each lesson has its specific objectives to help meet the aims of the quarter. This kind of Sunday School material requires teaching which is *aim-centered*. And the aims for each unit and lesson should be determined early.

So our *helps* articles come to you a month before the quarter begins. They are presented with the hope that your Sunday School will use them at a meeting held not later than the first week in March.

By Department

Our suggestion is that after a half-hour group session devoted to Bible study—the Biblical bases for the first lesson for each department makes a good study—the teachers in each department will gather around their leaders, make a careful preview of the quarter's material, and begin actual lesson preparations of the first lesson in the quarter.

Remember the material should be previewed and studied "by department"—*Beginner* teachers by themselves, *Primary* teachers by themselves, *Junior* teachers by themselves, etc.

From Your Director

By L. H. WESTBERG

Augustana Lutheran Church

SINCE this is the quarterly *Christian Growth Series* "helps" issue the time is opportune to announce the news about the revision of *Christian Growth Series*.

The plans for revision have been agreed upon by the boards of parish education and the publication houses of the American, United and Augustana churches. The first results of the revision will be available October 1, 1955.

Extensive Revision

It will be an extensive revision. Just a few of its features are: (1) sharpening and simplification of the lesson aims (2) some quarters completely rewritten, (3) more helps in the teachers guide, (4) the elimination of the course numbers, (5) general face lifting, including new art work. These and other changes will make the *Christian Growth Series* a better resource for teachers who are committed to help pupils and themselves to grow in fellowship with God, to grow in faith in Jesus Christ as Saviour, to grow in the Christian life.

This column is being written in California where we are enjoying excellent response to our TTT schools.

Congregation Teams

To accommodate California's three districts, TTT schools are being held in each district. To these schools congregations have sent teams composed of pastor, deacon, S. S. superintendent and the leaders from Beginners, Primary, Junior and Intermediate department.

With the Board of Parish Education staff these teams worked out TTT methods to be used in monthly Sunday school teachers meetings in the local congregations.

The district schools were held in Angelica church, Los Angeles; Concordia church, Kingsburg; and St. Paul's church, Oakland.

New Books

A few years ago our department issued lists of books for children. The books were grouped by age. Here are some additions to the books for four and five year olds: (All books are available from Augustana Book Concern.)

IN THE MORNING—(1947) \$1.00

Twenty simple Bible verses illustrated by Louise Drew to interpret them in terms of everyday situations of childhood.

Published by Abingdon-Cokesbury Press—New York—Nashville

TEACH ME TO PRAY—(1950)—Bill and Bernard Martin\$1.25

A book of daily devotion stories and family prayers for each day of the month.

Published by Tell-Well Press—Kansas City, Missouri

MARIAN'S BIG BOOK OF BIBLE STORIES—(1950)—Marian M. Schoolland\$3.50

226 Bible stories in simple language.

Published by Wm. B. Eerdmans Publishing Co. Grand Rapids, Mich.

MARIAN'S FAVORITE BIBLE STORIES—(1950)—Marian M. Schoolland\$1.50

60 Bible stories by the same author as the above book.

Published by Wm. B. Eerdmans Publishing Co., Grand Rapids, Mich.

IF JESUS CAME TO MY HOUSE—(1951)—Joan Gale Thomas\$1.00

A different way of indirectly suggesting ways of carrying out the Golden Rule.

Published by Lathrop, Lee and Shepard Co., Inc. New York

Missionary Education

The education staff of the Women's Missionary Society and our Board of P. E. staff have been working together in outlining new material which will correlate the missionary emphasis in the Sunday schools with the *Christian Growth Series* so that teachers will have helps for bringing mission education into the Sunday lessons.

Heretofore in many Sunday Schools missionary education has been left to the sole presentation of the monthly missionary program. The new material will be available next fall.

Senior Bible Classes

Late news for the Senior High School Department. The Augustana Boards of Youth Activities and Parish Education will co-operate in a program to enlist and instruct counselors and Bible teachers for High Leagues and Senior Bible Departments of our local congregations. Both boards, sensing the urgency of intensifying the work among our senior high school youth and believe a co-operative effort practical and necessary.

Tentative plans call for a pilot program in three conferences during the year 1955. It is hoped the experience during 1955 will make possible an all-church extension during the years following.

Sunday School Paper

Teachers attending Triple T schools have heard me tell about plans for a new Sunday school paper. It is time, I think, to broadcast this news.

Financial means are available to

publish a new S. S. paper, a kind of paper which would be correlated with *Christian Growth Series*, and which would contain attractive material for children of all ages as well as helps for parents in nurturing their children in the Faith.

The need now is to find an editor-in-chief. The person se-

lected will work full-time under the direction of the Board of Parish Education. Should you be interested or know of someone who might be interested in further information about this position please write me. My address is Board of Parish Education, 2445 Park Ave., Minneapolis 4, Minn.

Beginning next month there will be presented to THE CHURCH SCHOOL readers a series of articles by the Reverend H. Nelson on the rural church school. One of these articles will be on the booklet RURAL TRENDS by Arthur F. Raper.

Pastor Nelson has just sent us the following "advertisement:"

"What is happening in rural areas?" Read and study, a graphic presentation of

RURAL TRENDS, by Arthur F. Raper

33 pages, published by Extension Service and Bureau of Agricultural Economics of the U. S. Department of Agriculture, Washington 25, D.C. Single copies or quantities free.

The Nursery Department

By RUTH SWANSON

Augustana Parish Education Staff

THE TEACHERS of the Beginner's Department of the church at Plum Grove were "up a stump." Their three-year-olds were not "fitting in." They would not sit still, they were not ready for the story when the four's and five's were. They insisted on talking and being listened to at the most inopportune times, they didn't sing as well as the older ones and they needed so much help in completing the activities for each session that the others were slighted.

A Real Problem

This problem is not unique to the fictitious Plum Grove church. As we have traveled around the Augustana Church conducting TTT schools, we have been approached time after time with just such problems. We are convinced that the best solution would be organizing and conducting a separate class for the three-year-olds.

It is with that in mind that this article is written. It gives a general outline of the nursery department which has the nursery class as its upper limit.

The nursery department is an integral part of the church school; therefore, the Board of Deacons will assume responsibility for it just as it does the other departments.

Technically, the nursery department is divided into three sections, namely, the nursery roll, the nursery and the nursery class.

The Nursery Roll

The nursery roll (cradle roll) includes all children up to the time they actually enter a Sunday school class at the age of three. Even though these children are not as yet a teaching responsibility of the Sunday school, the nursery roll is a very important part of the church school. The attitudes and fellowship established during this three-year period will be of lasting value in the work of the church. Therefore it becomes necessary to choose the nursery roll secretary carefully.

The person chosen for that position should be one who understands and loves little children. She may be a young woman with no children or one whose children

are grown and who would enjoy the work during her leisure hours. In order to do effective work the person chosen should be excused from any other job in the church. She must have tireless initiative and be so interested in and so enthusiastic about her work that it will never become routine. Her sympathy, tact and friendliness will inspire a like response in others. She should be willing to train assistants and prospective workers in order that the work may be uninterrupted when she leaves it temporarily or permanently.

Home Contact

The first and probably one of the more important duties is visiting in the homes of the children on the roll. Home calling is the heart of the nursery roll work. Through it the secretary will learn to know the parents, win their friendship and inspire their confidence.

She should also keep in touch with each home via the mails. Packets of letters to parents, prepared especially for this purpose, are available from your publishing house. The two from which you may choose are: *The Nursery Department Packet* by Athy and *The Nursery Roll Message* by Stelzner.

Both are so arranged that there will be a contact every three months during this three year period. The latter is the newer one and is a bit more closely allied with the Christian Growth Series. In addition, holiday greetings, get-well cards, etc. may be sent.

Parents appreciate such expressions of thoughtfulness and before the child is three he will also enjoy his own card.

For the Record

An accurate, up-to-date nursery roll record should be kept and be made available to any person. This may consist of a file card or a page from a loose leaf note book for each child. It should contain information concerning the child: his birthday, date of baptism, whether or not his parents are members of the church, etc.

For the pastor's information the number and reason for the home calls may be included. The pastor and nursery roll secretary should confer regularly to share information concerning births, baptisms, plans for home calls and new families.

S. S. and Parents Meetings

It will help the nursery roll secretary to identify herself with the entire school if she attends the

regular staff meetings. She will know about the over-all school program and will be able to arrange her department activities to coincide with the total program. Many interesting and profitable meetings could be planned around topics pertinent to the training of children. Meeting informally at the church or at someone's home will help the parents learn to know one another, and they will enjoy an evening of discussion of common problems topped off with some refreshments and a "just talk" session.

Entrance Age

It would be well for the nursery roll secretary to visit more frequently in the homes of the children who are approaching three. During that year she should help the parents understand that the proper time for their children to enter the nursery class would be the Rally Day following their third birthday. Public school entrance age must be taken into consideration, however. If a child who is five before January 1st may enter kindergarten September 1st,

it will follow that one who is three before January 1st may enter the nursery class October 1st.

If this pattern is established the too-early-entrance into the nursery class will be avoided, and the child will, generally speaking, be in a class with his school mates throughout his Sunday school experience. The last visit in the home as nursery roll secretary will be to deliver the child's invitation to attend nursery class.

To help these youngest members of the Sunday school have happy experiences during this impressionable period, it would be very helpful to the nursery class teacher if the nursery roll secretary would work closely with her.

At an enrollment party before Rally Day, she will have an opportunity to introduce the teacher in a pleasant, informal way. Being the "reception committee of one" for the first two or three Sundays of the new year will give her another chance to help the youngsters bridge the gap in this great adventure.

(To be continued)

*Helps for Teachers of Beginners**Christian Growth Series, Beginners II, Third Quarter*

By RUTH SWANSON

WE ARE about to begin the last half of our church school year, but before we look into new material, let us stop and evaluate the first half of the year.

Have we had department meetings to study the Biblical basis and to plan our activities? Working together makes unified teaching possible and more can be accomplished. Have we worked toward aim-centered teaching? Teaching with an aim in mind eliminates much waste effort and time both in our preparation and in the conduct of our classes. Have we approached our classes as witnessing teachers? Preparing our lessons thoroughly helps us to be relaxed and able to witness to our children.

If we can not give a positive answer to these questions, let us resolve now to begin such planning, preparation and teaching. If we can give a positive answer, we must continue with more zeal and enthusiasm.

A simple outline such as the following will be helpful as a guide for our departmental meetings.

I—Get an overview of the quarter as a whole.

II—Study each unit to discover its aim, and the underlying thought which relates the lessons to one another.

III—Prepare to teach the lesson by—

A. Studying the Biblical basis and the aims of each lesson.

B. Planning related activities.

1. Those which may be carried through the entire unit to keep the children's thought centered on the unit theme.

2. Those which would relate to each particular lesson and give the children an opportunity to bring something home each Sunday.

C. Preparing materials which help to

1. Develop background for the Bible story

2. Present the Bible story more effectively

3. Accomplish an aim-centered worship

The Third Quarter

Looking at the table of contents, we will see quickly that the three

units are unrelated and we will not be able to establish an aim for the quarter.

The first three lessons complete the unit, *Jesus, the Children's Friend*, which was begun in the second quarter. Unit B, an intensely practical one, affords us definite opportunities to encourage growth in Christian living: the third Desired Outcome of our curriculum. The closing unit, a study of the life of Timothy, will help us in guiding growth in Christian faith: the second Desired Outcome of our curriculum.

Examine Aims

There are usually two aims for each lesson. The more obvious one is to acquaint our children with Bible stories and truths, but the more important one is to help them make these truths effective in their lives. As we study the Biblical basis of each lesson, let us also determine our reason for using that story with our fours and fives. We need to examine the aims as they are stated in the Teacher's Guide, evaluate them, and if necessary restate them to meet our local needs more adequately.

Unit A

The Resurrection message is contained in the three memory

verses of Unit A. May we be given understanding to be able to guide our children to "feel the joy of the Resurrection" as we complete our unit *Jesus, the Children's Friend*.

Share the Happiness

Let us note carefully the aim for Lesson 1 and let the children "share the happiness" of Easter morning rather than emphasize the details of the Good Friday story.

A unique approach to the subject of heaven is introduced in the leaflet story for Lesson 2. If carried out as the Teacher's Guide suggests, singing the entire song would be an effective presentation. Music for the song is found in the Augustana Hymnal, No. 653. The short story found in the Teacher's Guide, p. 19, may be included in our discussion to help us prepare the beginners "to face the fact of death in a Christian way." In preparing to teach this lesson, it would be well to read the author's paragraph concerning "Thoughts About Heaven."

Substitution

The review suggested under the captions *Story Time and Activity* would be a culmination of this unit. Mount the leaflet cover pictures for Lessons 9, 11, 12 and 13

of the second quarter and 1 and 2 of this quarter. Substitute a picture of the Feeding of the Five Thousand for the one on the leaflet for Lesson 10. The leaflet for Lesson 5 of the first quarter of Beginners I has such a picture.

Unit B

Unit B deals with the most practical teaching of our curriculum, that of Christian living and Christian adjustment: the third and fourth Desired Outcomes.

Such concepts as self-control, consideration of others and a respect for their belongings, the idea of good neighborliness and sharing are used "to help the beginners grasp the idea of Christian service to others." The unit closes with a lesson on the Christian attitude toward Sunday.

The lessons of this unit, *Helping Jesus Where We Live*, should lead our children to understand that they can serve Jesus, in various ways, wherever they are. The memory verses have been chosen with that in mind.

Diaconate

The suggestions following this article have been prepared by Sister Vera Nelson of Immanuel Deaconess Institute and indicate lessons where the daily work and the

service of the deaconess can be stressed.

Although based on Bible teachings most of the leaflet stories of this unit are "application" stories. They are stories of child life which bring the lesson truths closer to our children's everyday living. However, the Teacher's Guide gives supplementary Bible stories for Lessons 7, 8, 9 and 10, which we may tell if we wish to leave the leaflet story to be used by the parents.

Love of Play

We should capitalize on the beginners' love of play as one way to make the truth more vivid to them. In several lesson plans our author has given suggestions for "playing the story." If space does not permit dramatizations, the use of cork figures, as described pp. 27-28, can be aptly substituted.

Let us keep our own situations in mind as we evaluate the activities suggested for each lesson. Perhaps we will find that some may be used more effectively during pre-session than following story time.

Discussions such as those suggested in the Teacher's Guide under the caption "Picture Time" would be good summaries of each

lesson. Let us not hesitate to have an occasional visit to the picture gallery as described pp. 39-40. It will add variety to our teaching and the children will love it.

Unit C

The lessons of this last, short unit, *A Bible Boy*, aim "to lead the beginners to want to serve Jesus as Timothy did." The memory verses contain the substance of the application aim of each lesson, with emphasis on knowing and living the Bible, telling others about Jesus and living according to Paul's advice to Timothy.

The leaflet stories, though based on fact, are largely imaginary since little is known concerning Timothy's early life.

To Want To

Unit B emphasizes Christian service in daily life, but this unit gives us an opportunity to discuss with our children some special areas of service, for example, the work of pastors, deaconesses and missionaries. Notice the supplementary story page 60 of the Teacher's Guide.

The excellent lesson outlines of this unit give definite suggestions for procedures and activities to help us lead our children "to want

to serve Jesus"—the aim of the unit.

General Suggestions

We should not fail to include in our department meetings a study of the "Thoughts and Plans" found in each lesson plan. The author has given us some pertinent background material for each session.

And pre-session! The paragraphs entitled *As the Children Come* have helpful suggestions for activities, so we can begin teaching as soon as the first child arrives.

Again this quarter we must check each leaflet's note to parents. If the Biblical basis of the day's lesson is not given, we should include it and talk about it in our summarizing discussions.

The Picture Set

Just to remind us—the guide for use with the Picture Set for Christian Growth Series is outlined to help us correlate these pictures with the plans in our Teacher's Guide. We will be able to use our picture sets more effectively if we remember to consult the guide as we plan our quarter's work.

May we all work through our department meetings for more aimed-centered teaching by witnessing teachers!

*Suggestions for
Deaconess Emphasis*

Unit B—HELPING JESUS
WHERE WE LIVE

Lesson 4—Our Neighbor
Friends

Children can help others

Deaconesses live to help others, the sick, the old, homeless children, poor people, crippled people, people who do not know about Jesus

Lesson 6—Helping Where We
Can

Teacher's Guide, page 34, lists various workers (secular)

Could add deaconess, pastor, everyone engaged in church service.

Love Glasses

Lesson 7—Going Visiting

Love glasses—seeing kind things to do for others.

Doing things for others is the deaconess's whole purpose in life.

A supplementary story about a parish deaconess visiting shut-ins and others in the parish will be provided.

Lesson 8—Helping in the
Neighborhood

Children can pretend to be deaconesses and bring gifts to shut-ins, sing for them, or run errands for them.

Lesson 9—Entertaining Others

Those who live in Homes for

Aged are sometimes referred to as guests.

(The leaflet story refers to Abraham's guests.) The matron or deaconess in charge does all she can to make them comfortable and happy. She sees that they have good food to eat, clean clothes to wear, clean sheets, a warm room, occasional parties, etc.

Lesson 10—Keeping Sunday

Supplementary story, p. 52, ends with "It is right to do good to men on God's day." Deaconesses, nurses, etc. take care of people on Sundays as well as other days. On Sunday they do only necessary work. If they did not do that, many would suffer.

Unit C—A BIBLE BOY

Lesson 11—The Boy Timothy

As Timothy's grandmother and mother read and told him Bible stories, so deaconesses who work with children, whether as parish workers or case workers or matrons tell them of Jesus and his love for them. They not only tell it, but they show it in their lives.

Lesson 12—How Timothy
Helped

Bottom of page 3 of leaflet lists many groups who are telling people about Jesus. Deaconesses could be included here.

Other things children can do for others:

Bring flowers to someone who is sick.

Write letters (Primary or older) or copy poems to send sick playmate.

Make greeting card with a flower sticker and a typed Bible verse to paste on.

Help mother by putting away toys, hanging up coats, etc.

Go to the store for mother or grandmother or a neighbor.

Building a Temple

A builder builded a temple,
He wrought it with grace and skill;
Pillars and groins and arches
All fashioned to work his will.
Men said as they saw its beauty
"It shall never know decay.
Great is thy skill, O builder:
Thy fame shall endure for aye."

A teacher builded a temple
With loving and infinite care,
Planning each arch with patience,
Laying each stone with prayer.
None praised his unceasing efforts
None knew of his wondrous plan,
For the temple the teacher builded
Was unseen by the eyes of man.

Gone is the builder's temple,
Crumbled into the dust;
Low lies each stately pillar,
Food for consuming rust.
But the temple the teacher builded
Will last while the ages roll,
For that beautiful unseen temple
Is a child's immortal soul.

Helps for Teachers of Primary Children

Christian Growth Series, Primary III, Third Quarter

By ERLEEN LINDEMAN

CURIOSITY is a characteristic of the primary child. He is a questioning person, whether at home, school or church school. He wants to know why, who, what and how? How stimulating it should be to teach these inquisitive little people who want to know more about God and His Word! Perhaps his quest for knowledge should help us see how important it is that we are prepared teachers to guide these children into a better understanding of their faith. Suppose we ask ourselves some thought-provoking questions—questions that will make us *curious* as to our teaching.

Why am I teaching?

Possibly after a church school session when Jane seemingly wasn't listening, Billy kept interrupting, John asked when it was time to go home, you asked yourself—"Why *am I* teaching?" Let us ask it again, not with thoughts of past experiences, but thinking about the real reason for our teaching. In

all probability we were asked by our Board of Deacons to be a part of the educational staff of the congregation. This educational board recognized that the church was to help each baptized child keep the gifts of grace received in baptism. However, let us turn the question inward, "Why *am I* teaching?" Maybe I said yes, because I love children. Better still, perhaps I recognized that here was a place in the church where I could be a witness to my faith and where I could grow in my own Christian life.

Who am I teaching?

To this question we might answer—I'm teaching girls and boys. Children who come from a wide variety of homes, each with different backgrounds of experience and diverse personalities, yet all with a deep need of Christian nurture. They are alert, soul-searching individuals.

Do I remember each little person as I teach? What do I give

shy Ann to make her feel a part of the group? How do I help rambunctious Tim to use his energy in the right way? Am I familiar with the abilities and characteristics of the children I teach? A visit to a public school for a day might help me to better understand these six, seven and eight year olds.

What am I teaching?

In Christian education, our knowledge of the Bible, our actions and our attitudes, convey our beliefs to our pupils. It seems that we must be *curious* about the material that we are to teach. We should be so well acquainted with it, that we will be at ease as we teach. For example, the first lesson of this quarter is the Easter story. Can our pupils feel our joy in this message? Will they at all times, be able to sense our fellowship with God, recognize our faith, and see our Christianity in our everyday living?

Three Divisions

A look at this quarter shows that it has three unit divisions. Unit A, "God and His Son Jesus" is a continued unit from quarter two. There is the wonder of the resurrection in lesson one. In lesson two, the risen Lord, talks with His

friends and tells them that He will be with them as they work for Him on earth. The final story of the unit is an application story of how people and nations of today are able to settle quarrels when they remember the love of Christ.

Unit B, "Helping Jesus in His Work," evolves out of Unit A. In unit A, Jesus revealed His need for workers to tell others. Unit B shows that people did and still are telling others about Him. The stories of the unit are true missionary stories—they tell of the missionary work that has been done and can be done through preaching, teaching and various avenues of service.

Indian Missionary Venture

The opening story of the unit based on an Indian missionary venture, would motivate real interest. The study of Indians is usually a part of the public school curriculum at this age, so a missionary emphasis with that group of people is excellent. As the unit continues, we see the consecrated, joyous missionary work done by the apostles and others in the New Testament.

Peter, for example, explains the scriptures to Cornelius, a man of another nation. Philip guides the black-skinned Ethiopian into a better understanding of God's

Word. Peter and John through healing of the sick show God's concern for the unfortunate. Timothy, a young Christian, travels to many lands to tell about Jesus. The final story shows a courageous Paul and Silas preaching the *good news* in spite of opposition. There is the continual theme, throughout the unit, that God's message must be revealed to all people regardless of color or nation. The reading of the whole book of Acts would give the teacher a feeling of the missionary zeal of these early Christians.

*Primary and Intermediate
Teachers See Filmstrip*

As the Intermediates in this quarter of work are studying about the early church, the Primary teachers could view with the Intermediate teachers the group of filmstrips on the *Life of St. Paul* (map series). These filmstrips have excellent discussion questions and also good application ideas for the teacher.

Unit C "The World God Has Given Us" gives the child an understanding that God gives everything its being. He created a useful world and continues to give it life. He made a beautiful world, each plant and creature, carefully planned. The closing story of the

unit assures the child of God's care for His creation.

There we have it—a view of the material that we are to teach for the next three months.

How am I teaching?

If someone should walk into my classroom, would they find a relaxed, happy teacher with interested pupils? Could they sense an atmosphere or "climate" in my classroom that would show that I was a prepared teacher with goals for my teaching? If my answer is a negative one, perhaps I need to ask myself, "How do I plan my lesson?"

Teachers find that primary departmental meetings each month help them in their lesson planning. They come to these meetings familiar with the new quarter, yet wanting to discuss with others the Bible bases and aims for each lesson. This time of fellowship, be it a morning coffee time, a pot-luck supper, or a regular meeting, leads to better unified teaching in a department. They follow their guidebooks closely for excellent suggestions for planning procedure. They note the sections, *Suggestions for Preparation*, *As the Children Arrive* and the *Song Study* suggestions.

Freedom To Imagine

These teachers see the value of helping the children to be "ready" for a lesson. They discuss how the telling of the leaflet story seems to bring them into a closer relationship with their pupils than merely reading the story to them. When they come to the section on Memory Work, they see how they can correlate it with their related activities. (p. 14 of guide). The related activities section the teachers evaluate in light of their own local situation and needs. As they plan together and become more familiar with their subject matter, their imaginations are free to work out other activities.

Parents' Program

Perhaps after looking at this particular quarter, they see that a flannel-graph (*Crucifixion and Resurrection*, Pictograph, Standard Publishing Co.) could be used during Unit A. In the culmination of this unit, the guidebook suggests that the children plan a program for their parents during the church school hour. As their church school area is so crowded on Sunday morning, these teachers decide on a week night program. The children plan a brief program guided by some of the ideas found on p. 16 of the guidebook as their

activity for the third lesson. As the children's part of the planned program is brief, the teachers decide to show the filmstrip, *For the Record*, put out by the National Council of Churches, to the parents.

While this film is being shown to the parents, the children are taken into another part of the church for a story telling time. The story, *The Artist Who Forgot Four Colors*, Primary First Series, Stories for Little Folks, Margaret T. Applegarth, provides motivation for the missionary theme in Unit B.

Missionary Emphasis

In unit B these teachers planning together, see the missionary emphasis of these lessons. They recognize that when the children actually do missionary work they gain a real understanding of the scope of missions. Perhaps in their church they are having a used clothing drive, their pupils help gather these clothes, load boxes and help in other ways. Maybe they live near an Indian reservation, near Mexican migrants or a negro or Jewish mission. These teachers inquire about ways that their pupils could help these people.

During the month of May the diaconate is to be emphasized in

the Augustana Lutheran Church. Material will be sent from the Deaconess Institute to each pastor. At the close of this article are some excellent plans for correlation of the deaconess work with Unit B.

Unit C has a most excellent way of helping the children to be observant of the world God has given them. (p. 50). Allowing the children to beautify some section of the church property with the custodian as a guide, would of course have to be a week-day activity. Flowers raised could be picked and given to shut-ins of the church.

Worship

As these teachers plan in their departmental meeting, they note also the section on Worship. This particular quarter has teacher-planned, but pupil-participating worship services. These services come at the close of the session, so that the worship comes out of the lesson material. Perhaps these teachers decide that as the quarter progresses, they are going to encourage their children to plan their own worship time.

These primary teachers close their departmental meeting, aware that they have a view of the quarter and know its Bible bases and

aims. Now they are ready to do their individual planning for each lesson.

We have been *curious* about our teaching. We have questioned our reason for teaching, wondered about the children we teach, have been eager to learn about our material and have evaluated our methods of teaching. We have looked inward, always aware of the need to look upward for guidance in all our questionings.

Suggestions for Deaconess Emphasis By Sister Vera Nelson

LESSON 4—*We want to tell others*

Note pages 20 and 21 of the guide. May 17 is to be the special Deaconess Sunday. Children are interested in the near-at-hand, such as people in America. Help them see how deaconesses are helping in our country. For additional suggestions look over the list of materials that are suggested for all teachers.

LESSON 6—*Missionaries preach and teach*

LESSON 7—*Missionaries help people who are sick*

In these two lessons you might like to share with the children the work of the following deaconess,

Sister Ingeborg Nystul was one of our first missionaries to China. She spent over forty years teaching the people about Jesus. Sister Astrid Erling worked as a nurse in China, and now is a missionary to Japan where she teaches the Japanese children about Jesus. Sisters Myrtle and Elna Mae are nurses in Africa. Sister Thyra Lawson is

now in Hong Kong after many years in evangelistic work in China.

LESSON 8—*Missionaries Help wherever they are needed*

Use pictures from previous deaconess posters for your bulletin board and interest table. New pictures will be available in the packet that will be sent to your pastor.

THEY CAN'T BE FOOLED

First grade Amy came home from church and told her mother that it had been hard for her in Sunday school that morning because the teacher gave the class a piece of paper and told them to draw anything they wanted to. "I didn't know *what* to draw," she said. Thoughtfully and understandingly she added, "I think it is because she is a new teacher. She is just learning how to teach us."

Helps for Teachers of Juniors

Christian Growth Series, Junior III, Third Quarter

By HILVIE M. OLSON

PERHAPS no quarter of the *Junior Christian Growth Series* evolves out of the preceding one better than does "Founders and Followers." During the second quarter, teachers of juniors have been leading the children to learn about the beginnings of the Christian church as Jesus' work continued after His ascension. As His followers have received the necessary power, guidance, and equipment, Christ's work has gone on throughout the past twenty centuries.

Rise and Decline

During the first formative centuries of the church, outnumbered Christians endured and gradually overcame persecution, and eventually saw Christianity become the religion of the state. Thereafter the Christian church grew in material wealth and power but declined in its spiritual purity. With the period of the Renaissance and the Reformation, leaders such as Martin Luther were instrumental in reforming the church. Jesus'

work went on as people were given opportunity to read the Bible for themselves, and to rediscover its message.

Our quarter, "Founders and Followers," aims to help the juniors grow in their appreciation and understanding of the Lutheran church which was started by this sixteenth century reformer, Martin Luther; was planted in America by courageous Lutheran explorers and pioneers who came to our country in search of religious freedom; was nourished in its growth by faithful, strong and zealous teachers, workers, pastors and missionaries who helped the Lutheran settlers and soldiers endure their great hardships; and is endeavoring to carry forth Jesus' work today.

Carrying On Jesus' Work

As our Lutheran church in America has grown (both quantitatively and qualitatively) many ways have been discovered by which Jesus uses the members to carry on his work. Our forthcoming study helps the juniors under-

stand why and how schools, colleges, and seminaries have been established; institutions have been founded to care for the sick and aged; churches have been organized into larger groups to do more effective work; the missionary movement has been launched; and co-operation among various Lutheran bodies has become more necessary. Through this study, *the main desired outcome is that the children may grow in zealous participation in the work of their church.*

Plan of Study

As teachers will note in the table of contents of the third quarter's material, the author has planned three units. The first unit considers the founding of Lutheranism in America. The second unit takes up the various fields of work of the church. The last one summarizes and evaluates our heritage and challenges the juniors to follow Christ more earnestly.

The Study Book contains interesting and informative stories for the juniors and provides motivation for individual and group activities. The individual project for the quarter is the "logbook" in which each junior records names, dates, and special information. The group projects include making and

recording a study of the local church history, listing names on a "Roll of Honor," carrying out a service project (such as reconditioning toys to give to some needy children), compiling a book of prayers and poems, and planning and presenting a program.

The Teacher's Guide gives splendid suggestions for carrying out these activities and guiding the quarter's study. It also gives the teacher much background on Lutheran history. Therefore, it should be studied very carefully and followed as closely as possible.

Specific References

Naturally, much of the informative material in the guide is not up-to-date, and is, of necessity, quite general. The author emphasizes that each local teacher should secure supplementary data about the history and work of his own church body and local church. Specific references that teachers of the Augustana Lutheran Church and of the American Lutheran Church may consult are suggested in the paragraphs that follow.

Unit A—Our Forebears

The first unit endeavors to help the juniors gain a better understanding and appreciation of the

founding of the Lutheran church in America. These books can provide the class with additional background on church history:

Bainton, *The Church of Our Fathers*, (Charles Scribner's Sons)

Hong and Hong, *The Boy Who Fought with Kings*, (Augsburg Publishing House, Minneapolis)

Steen, *The March of Faith*, (Augsburg).

The tract, "The Lutheran Church," by Martin E. Carlson, available from your publication house, gives excellent background on the history, doctrines, and work of the Lutheran Church in America.

Unit B—Our Church's Work

This unit is a study of the history and work of your own church body. Each teacher should have access to a copy of the 1953 Church Yearbook. Each pastor receives one. Extra copies are available from your church publisher. This describes the work of all areas of work of your church. The Minutes of the last synod also gives this report. *The Lutheran Companion* and the *Lutheran Standard* give further up-to-date information from time to time.

American Lutheran Church teachers will find special informa-

tion in the Junior Lutheran Course, *The Story of My Church*.

This Is Your Church by Carl Sandgren, available from Augustana Book Concern, Rock Island, Illinois, gives a clear, all-inclusive insight into the life and work of the Augustana Lutheran Church. All Augustana teachers should read it for their own background and refer to it frequently during the study.

More Resources

Several books and booklets of Augustana church history were published and widely circulated in connection with the centennial celebration in 1948. Perhaps you have one or more of them in your own library, or can borrow copies. *A Century of Life and Growth* may still be purchased from Augustana Book Concern. *A Century of Education for Christ* may be secured (while copies last) from the Board of Parish Education, 2445 Park Avenue, Minneapolis 4, Minnesota. *Youth March*, a history of the Luther League, is available from the Youth Office, 2445 Park Avenue, Minneapolis, Minnesota.

As mentioned in the Teacher's Guide, the various church schools, institutions, and boards publish free catalogues and other informa-

tive literature. Most of this is distributed throughout the church at some time during the year. If this material could be filed and referred to when the lesson pertains to that area of work, much time can be saved and the teaching will be much more effective.

The filmstrips, "The Vacant Pulpit" and "This Is Our Church," might be profitably shown at some session or at a family night gathering.

And More

Much publicity was recently given to the Augustana Seminary. Perhaps this material and some of your church college yearbooks can be borrowed and brought to class for lesson 7, "Schools, Colleges, and Seminaries." The free tract, "Do You Know?" available in quantities from the Augustana Board of Parish Education, could be given to the juniors at the close of this lesson.

The Immanuel Deaconess Institute is distributing packets of material throughout the Augustana Lutheran Church for use during the spring. Be sure to employ it in teaching lessons 7, 8, and 9.*

For facts about our missionary work, you may consult the "Helps" article in the December *Church School Teacher* for refer-

ences, or talk to your local Children's Missionary Society leaders.

Lutheran unity is not only a subject for much discussion currently, but also one which needs prayerful consideration by all so that we may know God's will and be willing to follow His leadership. We must remember that the juniors in our classes today will be the church members and leaders of tomorrow. No doubt there will be greater unity among Lutherans and all Christians in the coming decades. We need to help the children understand that many aspects of Christ's work can be done more effectively through closer co-operation with others.

The 1953 Yearbook describes the work of our present agencies of co-operation: The National Lutheran Council, The Lutheran World Federation, and The National Council of Churches and the World Council of Churches.

Unit C—Our Challenge

The need for Christians working together in the world, as presented in lesson 11, lays the foundation for the challenging unit, "They and We." The Bible study should help us realize that Christians have been "Torchbearers" throughout the centuries as the

light of the Gospel has been passed on from one person to another. We now hold the "Torch." What will we do with it? Will we pass on the light to others so that it will shine more brightly and over a wider area? Or will we allow the light to diminish?

We pray that Christ will help each of us to be more faithful stewards of that which He has given us, so that His light will shine more brightly and His work will continue to go forward through us, and through our juniors.

* The following information about the deaconesses' work has been supplied by Sister Vera Nelson of the Immanuel Deaconess Institute, Omaha, for correlation with lessons in the third quarter.

Junior III, third quarter, Unit B, "Lutheran Followers," lessons 6-9.

LESSON 7. *Schools, Colleges, and Seminaries.*

Deaconess schools for girls parallel theological schools for men in that they provide a special service for Christ and His church. Deaconesses are educated at church expense for service to the church. They receive a basic theoretical course and practical experience in various fields of Christian service before they choose their particular branch of service. Including specialization, the average course of training is five years. At the end of that time, they are consecrated at a special service. Consecration for deaconesses is a setting apart for Christ's service even as ordination is for the Ministry of the Word.

"How Jesus Trained His Followers"— p. 48, Matthew 10:1-8.

This passage fits deaconess work as much as the pastoral ministry. Page 38 in the teacher's guide mentions missionaries, teachers, nurses, doctors, and pastors. Many of these teachers and nurses are deaconesses.

LESSON 8. *"Caring for the Sick and Aged"*

Much deaconess emphasis can be brought in here. There are today nine deaconess homes (also called motherhouses) in America, and one school without a central home, among the various Lutheran bodies. The motherhouse and deaconess home are different terms for the same thing. They refer to the place where deaconesses are educated and have their home (even though they sometimes work elsewhere).

Deaconess service not only includes nursing but also many types of Christian work: institutional management, institutional work of many kinds, welfare work, social rehabilitation, teaching, foreign mission service, church arts (paramentics and communion wafer manufacture), parish work, and nursing in various fields.

Deaconess work in the Augustana Lutheran Church began when Sister Bothilda Svenson went to Philadelphia in 1887 to study at the Deaconess Institution there. She later studied in Sweden, and returned to Omaha in 1890. With four others who had studied in Philadelphia in the meantime she began the work of Immanuel Hospital. (Sister Bothilda served the longest of any Augustana deaconess. Sixty-five years elapsed between the time she began work and the time of her death at the age of 90 in 1952. Most of these years were spent in active service.)

LESSON 9. *"Working Together in Groups"*

On page 58 of the study book, the training of deaconesses is listed under "Work Your General Body Does." Refer to information given under lesson 7 pertaining to their training.

Helps for Teachers of Intermediates

Christian Growth Series, Inter. III, Third Quarter

By ERNESTINE SANDEN

THE STUDY for the Third Quarter is to be built on the foundation laid in the First and Second Quarters on this year's course. The Second Quarter, *God's Way For Man*, is especially basic. Lesson 13, "How Was God's Way Triumphant In Jesus?" motivates the class for the study in the new quarter. See "God's Way For You," page 66 in the Second Quarter Study Book.

Two-fold Aim

Our aim for the quarter should be two-fold:

1. To help the intermediate to see the work of Christ through His Holy Spirit in historical Christianity.
2. To help the intermediate to realize that the Christian Church today is the continuation of God's Work of salvation in Jesus Christ.

The Biblical bases used to accomplish these aims are the New Testament books from Acts through Revelation. These record the work of the Holy Spirit in the first century.

Our chief concern as department

leaders and teachers is that we have the necessary background and understanding to guide our classes into the Christian growth planned. In order to be thus prepared we must make a thorough study of the Biblical Basis of each lesson before the quarter begins. These references are found at the beginning of each lesson plan in the Teacher's Guide.

Bible Study

Many teachers are finding it practical to use the Biblical bases of the lessons as part of their personal Bible study during the weeks which precede the opening of the quarter. In some churches the teachers come together to study and discuss this material.

The following books can be of help to us in this Bible study:

The New Testament—A Study
by Alleman

The Story of the New Testament
by Hiltner

Letters to Young Churches
by Phillips

These Weekday Church School Courses, *The Story of the Early*

Church, 2nd Semester by Doermann; *The Beginnings of Christianity—Christ Builds His Church* by Kuhlmann.

Pocket Bible Handbook, by Halley.

(The above are available from the publishing house of your church.)

Where the teachers work together on this Bible study these films and filmstrips would give background:

Life of St. Paul Series, Cathedral Films, 12 B and W sound films.

Fire Upon The Earth, 26 minute sound color film.

Story of Pentecost, Silent film-strip in color with script on film.

Life of St. Paul (Map Series Filmstrips), 5 filmstrips B and W with script on film.

The last two filmstrips could also be used in teaching the intermediates. (The above are available from the Audio-Visual Service of your church.)

The Plan

Our next step in preparing the new work must be to make a plan for the entire quarter. Such a plan can be outlined as follows:

1. Plan the over-all aim for the quarter.

2. Plan the projects for the quarter.

3. Plan the memory work to be motivated.

4. Plan the materials needed.

The over-all aim for the quarter will be a condensation of the aims for the thirteen lessons. In this study we must keep in mind the Biblical bases of the lessons and the needs of the young people to be taught. We may then arrive at an aim similar to one stated in the second paragraph of this article.

Projects

In selecting the projects for the quarter we will consult the Teacher's Guide and the Study Book. The sections "The Group's Experience," "Turn to Who's Who," and "Vocabulary" are especially helpful.

The section "The Group's Experiences" will help us to select projects which are interesting to the intermediate. It suggests that the story of the local congregation be unearthed as the history of the early Christian church is being studied. This could be done by means of a class project such as a scrapbook. It could include the present missionary activities and even a "Who's Who."

A letter writing project is also

suggested by the content of this section. The intermediate could be interested in a foreign pen pal or in writing letters to the shut-ins of the congregation and community.

In several lessons it is suggested that the class refer to the map on page 27 of the Study Book. We would do well to secure a large wall map of the Mediterranean World to use as the lessons progress. A group of pupils could make one on a large sheet of paper. The class could then place on it with lines and colors the story as they discover it.

The Diaconate

During the month of May special emphasis is being placed on the diaconate of the Augustana Lutheran Church. The Immanuel Deaconess Institute is preparing material which will be correlated with the Christian Growth Series lessons to be taught during this month. The pastor of each congregation will receive a copy of this material. The suggestions given may lead into a worth-while group project. Specially prepared helps are found at the close of this article.

Likewise the home missions study sponsored by the Women's

Missionary Society (or Federation) can be used as a group project for this quarter. The monthly missionary worship could be worked out by the department or a class within the department.

Each individual is to build a "Who's Who," listing and identifying the persons who had important parts in the growth of the early Christian church. See the section called "Turn to Who's Who" for each lesson. Also refer to "Who's Who" at the back of both the Study Book and the Teacher's Guide. This is a very worth-while project. Opportunity could be given the more advanced pupil to do further research in a good Bible dictionary or encyclopedia.

Memory Work

The study of vocabulary is made a continuous project beginning with Lesson 2. See the "Vocabulary" section for each lesson. These words are directly related to the Bible study and are best introduced as they appear in it. Further study of these words could be done using a Bible dictionary.

"To Keep for Life" is the section in each lesson which presents The Bible memory work. When the Bible study is effectively done, this verse is mastered during the

class period. Catechism memory work is found on the "Memory Work Chart," page 4 of the Study Book. The selection for each lesson is a summary of the Bible thought for the day. It should be fully discussed before it is assigned as memory work. If the group is in the pastor's confirmation class, he should be consulted before the catechism memory work assignments are planned for the quarter. Copies of the *Catechism Supplement* to the Christian Growth Series will be needed for this study.

The Necessary Background And Understanding

When the plans for the quarter have been completed, the materials can be listed and secured. The following materials have been suggested in this article:

A scrapbook for the story of the local congregation

Facts about the history and present missionary activities of the local congregation

A large wall map of the Mediterranean World or a large sheet of paper for making one

A good Bible dictionary and encyclopedia

Catechism Supplements to the Christian Growth Series

A list of foreign pen pals (Luther League Office)

A list of shut-ins of the congregation and community

With the Bible study and plan for the entire quarter thus completed, we can approach the preparation of each lesson with relaxed confidence. It will be easy to see what each lesson should contribute to the whole quarter's work. Using the guidance, suggestions, and materials so amply provided in the Teacher's Guide and Study Book we can make a simple plan for accomplishing the aim of each lesson. When Sunday comes, the Holy Spirit can give guidance through us, because we have the necessary background in understanding and preparation.

Deaconess Emphasis Suggestions

These following suggestions have been prepared by Sister Vera Nelson, Immanuel Deaconess Institute.

LESSON 3—*What Was the Church Like at First?*

The Study Book, page 18, "Attacking Disease," specifically mentions the work in which deaconesses are engaged. A deaconess may enter a varied field of Christian service. These are described in a catalog available from the Im-

manuel Deaconess Institute. A list of available materials is found elsewhere in this issue.

LESSON 4—*How Did the Church Spread?*

The choosing of the seven deacons to help with the physical needs of the church is a forerunner of the modern diaconate. In America we have only deaconesses, but in Europe there are both deacons and deaconesses. The work of the deaconess in a congregation makes it possible for the pastor to devote more time to the spiritual needs of the church. A deaconess is supported by the Church and can therefore devote her whole time to helping others.

LESSON 7—*How Far Was the Gospel Taken?*

The Study Book, pages 37-38, "God Calls Us to Service for Him," gives the opportunity to mention the diaconate as one of the services into which we may be called. The Teacher's Guide, page 35, lists several fields of service. The diaconate includes all of those mentioned. Be sure the intermediates hear about the diaconate as an opportunity for training and service. There are not enough deaconesses to fill the Church's demand for welfare workers, parish workers, nurses, matrons, institutional workers, and institutional managers.

What our deepest nature craves is not mere enjoyment, but some supreme purpose that will enlist all our powers and will and give unity and direction to life. We can never know the profoundest joy without a conviction that our life is significant—not a meaningless episode.

—HENRY J. GOLDING

It is the calling of great men, not so much to preach new truths, as to rescue from oblivion those old truths which it is our wisdom to remember and our weakness to forget.

—SIDNEY SMITH

To Grow as World-Wide Community

The Message of the Second Assembly of the LWF

The following is the message to Lutheran churches and congregations throughout the world adopted by the Lutheran World Federation's Second Assembly at Hannover, Germany, July 25, to August 3, 1952. Every teacher will want to study it carefully.

IN THE Hannover Assembly of the Lutheran World Federation we had a fresh experience of the truth recovered at the time of the Lutheran Reformation: that we have forgiveness of sins and peace with God through the crucified and risen Lord alone, and that He is present in his church, in his Word, in the Holy Communion. To this church the promise is given: "I shall not die, but live, and declare the works of the Lord" (Psalm 118:17).

In Luther's time this word of Scripture was often quoted, ardently believed, faithfully confessed. We now address it to you, the Lutheran churches and congregations throughout the world.

It is the Lord's will that we declare his works. We are all charged to fulfill this task at home and abroad. It is the greatest task with which we are confronted. For faith cometh by hearing. In no hour, and in no situation are

we relieved of the task of proclaiming the works of the Lord. Especially in a world full of baffling anxiety, of defiant unbelief, and of dull indifference we are called to bear witness to the great deeds of God in Christ.

The Word Creates Life

This witness is the task not only of ordained ministers of the Word. There are other ways in which God's Word is brought to the world. God can perfect praise out of the mouths of babes and sucklings. You should be willing witnesses of his Word in your families, in your places of work, in your schools, in public life, or wherever God may place you.

Every living word creates life. This is the promise that is attached to our witness. Our witness is not limited to the spoken Word. In a time that is drenched with words and which words are often counterfeited and abused, the witness of deeds has particular

meaning. Every day God gives us opportunity to bear such witness. Every day he confronts us with serious questions: How shall you overcome hate? What shall you do when you are confronted with seductive lies? What shall be your attitude toward your neighbors who are in need? Let us act in love. No sacrifice, no gift, no word of comfort remains without blessing. With your hearts and hands support the church's works of mercy. Supply them with the resources they need—not only of funds but of people willing to dedicate their lives to the ministry of love.

God's Call

To declare the works of the Lord is not only the obligation of individuals but also of whole congregations. God has called us that we may help to build up our congregations. This call is addressed to people of all ages, and especially to our youth. Congregations require varied services. For this no power is too limited, no gift is too small to be of use. Even the smallest and most routine task is valuable, if it is done out of love for Christ. Among those who look to us for service are the old and the sick who desire that we visit them,

children who would have us tell them the Good News, the lonely, homeless, and despairing who long to be included in our fellowship; and the imprisoned and the missing and their loved ones, that we may remember them in our prayers and help them. A living congregation is a light in the world. From such a congregation radiates a power of faith which is attractive even to unbelievers and points them the way to Christ.

Be of Good Cheer

We, the churches of the Lutheran World Federation, wish to grow as a world-wide community based on the fellowship of our common faith and active in deeds of brotherly love. We remember in our prayers those who are uprooted and friendless, those who bear heavy burdens of temptation. And to the churches which are oppressed we say: Be of good cheer! The Lord is especially near those who are in solitary outposts, and will bless their faithfulness. We are bound to you by ties of love and no power of the world can separate you from us.

God has bidden us to seek after peace and justice in freedom and truth for all the children of men, without distinction of race or

nationality. We thank our heavenly Father that he has so far spared us from the scourge of a new world war. We humbly pray through our Lord Jesus Christ that the relations among nations may be so ordered that everyone may lead a quiet and peaceful life in all godliness and honesty.

We are entrusted with the mes-

sage which can save the world. How can we remain silent and withhold this message for which our fathers fought and suffered, and which God has committed to our hands. Let us be witness and declare the works of the Lord in every possible way, until he comes. To him be glory and honor and praise forevermore.

NO DISTRIBUTION OF RUSSIAN BIBLES WITHIN RUSSIA

There has been no distribution since 1947 within Russia of Russian Bibles, according to information issued by the American Bible Society. The Society receives a steady demand, however, for Scriptures by Russian-speaking people now living in other lands. The Bible Society recently made a grant of 1,000 Russian Bibles for distribution to Russian-speaking displaced persons in Paris and throughout France. Distribution of these books was made through the Paris office of the International Committee of the Young Men's Christian Association of the United States and Canada.